

ISSUES & EVENTS

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britain's racial dilemma

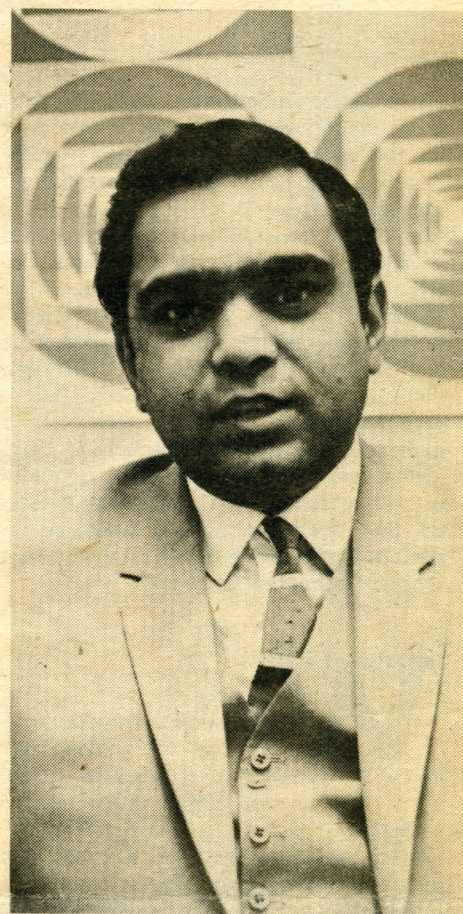
Joti Bhatnagar

Joti Bhatnagar, an assistant professor of Education, has recently published his PhD thesis work as a book entitled "Immigrants at School", a study of the problems of ethnic integration in British schools. The following - to be published in the British periodical "New Society" - includes some of his original findings.

the number of immigrant children in British schools has increased with astonishing speed during the last two decades. The adjustment of immigrant children to British society in general, and its educational system in particular, presents a real, urgent and immensely interesting problem of socialization or rather re-socialization. Unfortunately most eminent social scientists in the country have ignored the issue. Systematic largescale quantitative studies published to date can be counted on the fingers of one hand. The door has thus been left widely open for speculation in terms of personal experience, prejudices and ideology.

With this in view, it was decided to obtain empirically-based comparisons between the socio-personal adjustment of British and immigrant children and between the various immigrant sub-groups. The relationship between the abilities, attainments, interests, personality factors, vocational aspirations and home background of immigrant children and their adjustment was also studied. Some of the findings are discussed here.

The use of the blanket term 'immigrant children' often tends to gloss over the tremendous regional linguistic, cultural and educational differences that exist be-



tween the various immigrant sub-groups. The term 'immigrant child' thus covers children born in Asia, Europe, Africa and the West Indies, as well as those born in England of immigrant parents. It includes children who are generally regarded as whites as well as those who are regarded as non-whites, children who have spoken English (or at any rate a dialect of it) all their lives as well as those whose mother-tongue is a language other than English, children with previous educational experience very similar to the one they are likely to have in England, those whose early education took place in a radically different educational environment as well as those who received no schooling at all prior to their arrival in Britain. Unless those background variables have been taken into consideration, the findings of a particular study cannot be generalized to immigrant children as a whole.

Yet another aspect of the problem must be taken into consideration before discussing the results of the study. The eminent British psychologist Sir Cyril Burt strongly argues against the practice of an outside investigator entering the classroom one fine afternoon and testing or interviewing children or their teachers. Burt maintains that an outside investigator is unlikely to be taken seriously either by pupils or their teachers. Educational research, insofar as it is possible, should be conducted by people involved and thoroughly conversant with the local educational scene. The knowledge of special conditions prevailing in a particular district or school might be of crucial importance. Burt suggests that "the nationwide surveys that have become so popular may often disclose pro-

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blems calling for intensive study; but they leave the critical reader wondering how far the information so collected is really reliable". The problem of rapport, though important in any psychological investigation of the educational scene, is crucial in research involving race relations. Jerome Sattler, in his review of over 130 studies of racial "experimenter effect" in experimentation, testing, interviewing and psychotherapy, comes to a conclusion that the race of the experimenter has a very significant effect on measures of interracial interaction, especially if these include interpersonal perception, attitudes or values. Peter Watson has demonstrated that the race of the tester might seriously affect the obtained intelligence scores of immigrant children.

With these considerations in mind, the author spent about 18 months in a London school as a schoolteacher before attempting to gather any data. No testing or interviewing was done until he was accepted and categorized primarily as a *teacher* father than as a *member of a particular race*.

174 West Indian and 76 Cypriot children, the entire immigrant population at a North London secondary modern school, were the subjects of the study. This comprised the entire immigrant population at that school with the exception of a few children from other countries. The number of such children was far too small for statistical treatment of the data. An immigrant child was defined as one (a) who was born abroad of immigrant parents or who was born of parents at least one of whom had emigrated to England since 1955; and (b) whose mother-tongue is other than standard English. It must be remembered that the results reported here refer only to the West Indian and Cypriot immigrant children.

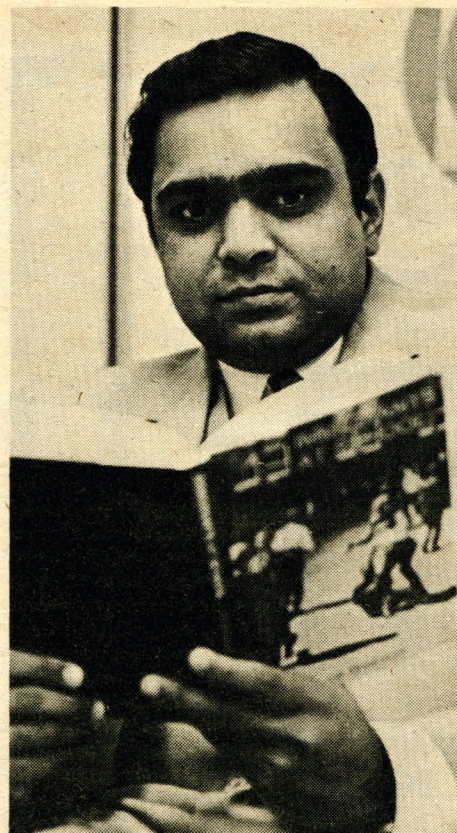
The data gathered indicated that the level of English children's adjustment was much higher than that of the immigrants; the white immigrants were found to be more adjusted than black immigrants. The socio-personal adjustment of immigrant children thus appears to be similar to the status of their community in society at large, viz. English, white immigrants and black immigrants in that order.

There appears to have been a general belief amongst those concerned with the education of immigrants in Britain that adjustment is primarily a function of time. If children emigrate early in life and if they have their primary education in Britain, the difficulties of adjustment will all but disappear. The results of the study do not support any such hypothesis. Length of stay in Britain did not bear any relationship to adjustment. Children who had emigrated early in life were not found to be significantly more adjusted than those who had come later. Similarly, attendance at a primary school in England did not apparently affect their adjustment later in life.

The friendship patterns of the children showed little integration across racial lines. A similar pattern was found when the interaction at the family level was examined. 87% of the Cypriots and 97% of the West Indians were not on visiting terms with even one English family. Although about half the number of children studied had been in England for a period of over five years, there appears to have been remarkably little integration! Immigrant children who claimed the friendship of an English child were found to be better adjusted than those who did not. Integration appears to have been a necessary condition for adjustment of immigrant children.

the failure to recognize that a social problem of serious proportion exists perhaps poses the greatest danger in the field of British race relations. The recognition of the extent of non-integration in schools might be perceived by many teachers as a kind of disgrace, and the consequent reaction has been to deny its existence. The general belief among educators in Britain has been that it is not so much a matter of achieving integration as treating it as a *fait accompli* from the moment an immigrant child first sets his foot inside the school. The results of the study clearly indicate that rubbing shoulders in the classroom, on the playground, in the factory and on the bus does not necessarily result in breaking down of the racial barriers. Neither the lack of racial tensions nor the absence of racial incidents in the neighbourhood, by themselves, are good indicators of a satisfactory state of affairs. It might be worth noting that no racial incident had been reported in the area where the school was situated.

A positive relationship was found between adjustment and academic achievement at school. Immigrant children who did well at school were also likely to be well-adjusted. However, the academic achievement of immigrant children was considerably lower than that of English children. There was not much difference in the academic achievement of Cypriot



and West Indian children. While arguments in terms of 'lower educational potential' will no doubt be advanced by some to explain the difference between the levels of achievements of the various groups, these are simple and unsatisfactory explanations of a complex phenomenon. Attainment is a function of interaction among ability, environment and motivation. Until the educational system provides a suitable learning environment for immigrant children which takes into account their values, aspirations and different cultural backgrounds, the argument in terms of 'lower educational potential' must be viewed as lacking in validity and socially harmful self-fulfilling prophecy. The idea of compensatory education for the culturally disadvantaged does not appear to have caught on in Britain as rapidly as one might have hoped.

differences between the vocational aspirations and expectations of the three groups of children are instructive. A high proportion of children in the three groups thought that they were capable and deserved something better than an unskilled job. There were no differences in English, West Indian and Cypriot children in this respect. Large differences emerged, however, when they were asked about the jobs they *expected* to obtain. While 52% of the English children expected to obtain something better than an unskilled job on leaving school, only 29% of the immigrants had such expectations. It seems that immigrant children were fully aware of the social disadvantages facing them in attempting to climb the social and occupational ladder. There was no difference between the level of adjustment of children who aspired for and who did not aspire for a high status job. Similarly, expectations of getting a high status or a low status job were un-

related to adjustment. What was found to relate to adjustment were the differences between vocational aspirations and expectations. Children who considered themselves capable of something better than an unskilled job, but did not expect to obtain one, were considerably better adjusted than those whose self-evaluations closely matched their expectations. We must remember that many of the immigrant children had lived in England from an early age. It is a sad reflection on society if some of its members who have spent all but a tiny fraction of their lives in England firmly believe they are likely to be denied a fair deal, that they are in fact second class citizens. The omens for race relations in the future are poor indeed.

The survey showed that the teachers' opinions may not always be a reliable guide. For example, when a survey of the opinion of the teachers of immigrant children was done, a vast proportion of the teachers thought that command over spoken English was an important variable. Children who spoke English fluently will be better adjusted than others. Similarly, a substantial proportion of the teachers thought that a firm decision by parents not to return to their country of origin to live was a major factor in the adjustment of immigrant children. These, it would appear, are based on well-intentioned but nevertheless naive beliefs that, given the desire on the part of the immigrants to settle down in Britain on a permanent basis, adjustment will be a function of acquiring English ways of life. The empirical evidence does not support such hopes. Although written English of the type taught and examined at school was found to be related to adjustment, spoken English was not. There was no difference between the level of adjustment of immigrant children who spoke English fluently with a local accent and those who had difficulty in expressing themselves in English. Similarly the future plans of the family in respect of their permanence of stay in Britain had little bearing upon the adjustment of children.

If too many underprivileged people are chasing after too few houses, jobs, educational facilities and social welfare benefits, high degree of racial tension is the only likely outcome. Operating under such conditions, the schools are unlikely to be successful in their task of producing citizens capable of harmonious existence in a multiracial society. Only a multi-frontal attack on the roots of prejudice can produce the kind of relaxed atmosphere in which education can deliver the final blow to the doctrines of racial intolerance.

day-care and why women should work

Assistant professor of Psychology Dolores Gold leads with a general discussion of child-care with particular reference to Sir George's own need for a center; Ginny Jones, a third year evening student talks about the problems she encountered in establishing a nursery school; finally, assistant professor of Biology Elaine Newman puts forward her case for working women.

1. concept

Dolores Gold

When governments become aware of a social need, that need must be very great indeed. In a complex, specialized and mobile society such as ours, the need for further institutional support for the family to care for its children well is becoming increasingly apparent. The public school system was an early attempt to ensure that all the children of a society had necessary educational opportunities that met at least a minimum standard. I'm willing to predict that within 10 years the governments of Canada will view the provision of child care centers as being as much a part of their responsibility as the provision of schools, hospitals and other institutions that serve those functions that are viewed as basic rights of citizens.

Recently, awareness of the need for child care centers is obviously growing. Such awareness centers on two important services that child care centers provide. First, the recognition of women of their rights and responsibilities to be actively involved in life beyond the home and family, and the economic pressures that force many women to work, have combined to increase the number of women and mothers who are employed outside the home. According to the Canadian Department of Labour, 31.2% of all married women in Canada are employed in the labor force. This represents an increase of 2 3/4 times from 1951 to 1969. One half of all Canadian working mothers have children under 6 years of age. Two more statistics - working mothers earn a median of \$50 a week and the median combined annual income of working mothers and their husbands is \$7,032. If you also consider the inadequate income tax provisions for child care, it is glaringly obvious that these families cannot provide supplementary care for their children at a good quality level without government, community and employer support.

The second service that child care centers provide is valuable enriched experiences for children. Early research on children separated from their mothers emphasized the hazards of child care systems where the mother was not the sole, caretaking agent. More recent and more careful research has not supported these negative conclusions. The older studies, which concentrated on children permanently placed in impersonal institutions, confounded the effects of mother - child separa-



tion and the generally inadequate stimulation found in such institutions.

So, supplementing the rearing of a child by a mother does no harm to the child provided that the supplementary experiences are of a certain quality (The absence of such assistance, however, undoubtedly contributes needlessly to the boredom, frustration and rage of many trapped mothers). In fact, the evidence consistently shows that the added stimulation provided by early child care centers is beneficial to the child in his cognitive and social development. At present, many authorities considering the limitations and pressures on the nuclear family in an urban environment argue that child care centers provide an essential way to enrich the child's life, or, in some circumstances, compensate for inadequate rearing in the home. Vast amounts of money, time and effort are being poured into the establishment and maintenance of such centers in the United States. In Canada, the main group of people who are taking advantage of such centers are middle class mothers, who are not necessarily working but who are concerned and can afford to provide their children with the experiences of participating in private child care centers.

Setting up a child care center, as the Working Women's Association of Sir George Williams University has found out, involves a lot of running around gathering basic information about the needs of the community involved, the costs involved, the standards required to obtain a permit from the city of Montreal, the type and number of desired personnel, etc. Such agencies as the Vanier Institute of the Family are excellent sources of material.

Licensing involves meeting criteria which vary according to the type of center desired but which generally are very specific, for example, specified amounts of square foot per child, number and type of toilet facilities, window space and light arrangements, pediatric nurse qualifications, etc. No permit can be obtained before the location and physical structure

of
enter has been inspected and approved.

The expenses of providing a center are heavy, with estimates of the daily cost per child per day averaging from \$5 to \$6. However, once the center is established, there are grants from both the federal and provincial governments which can be obtained and used to help maintain the center. The government attitude seems to be that once you have demonstrated the seriousness of your intentions and established a qualified child care center, then they will invest money in helping you to meet a demonstrated need in a valid way.

We're interested in establishing a good center that will provide full time and part time care for the children of Sir George Williams University employees and students. The center will look after children from 6 weeks of age to school age. Association with relevant academic departments of the University such as Psychology, Education, Fine Arts, Sociology and Biology would provide a valuable supply of professional and qualified consultation for the center. The center, in exchange, would not only meet the needs of University employees and students, but also could serve an academic purpose for those departments interested in child development and education. At present, we're very optimistic about the possibility of setting up such a center and the kind of center it would be. We are hoping that a child care center could begin functioning at the beginning of January, 1971. So, if you are interested in the creation and/or use of such a center, it is imperative that you complete and return the accompanying survey questionnaire. This will help us in assessing the needs and resources available for such a center and enable us to make specific plans.

Please return this questionnaire to:

E. Newman, H-1225 (879-4215)
D. Gold, H-1060-6 (879-5908)

Please answer all questions by checking the appropriate space.

1. Sex: male female
2. How many children do you have now who could use such a center?
3. How old are these children?
4. Do you plan to have any or any more children in the next two years?
5. How often would you use a child care center?
days evenings both
every week day a few days a week once a week
a few days a month once a month
These periods of time refer to
summer only
winter only
both
6. How much could you afford to pay per child per day for the use of the center?
\$1.00. . . . \$2.00. . . . \$3.00. . . .
\$4.00. . . .
7. Would you be interested in volunteering your time to work in the center in exchange for its use or in exchange for preferential rates? yes no
8. Do you have any ideas or suggestions as to how such a center can and should be set up?
.
.
.

9. NAME
TELEPHONE NUMBER

FOR FACULTY PERSONNEL

10. Do you see your department deriving any academic use from such a center?
No Yesm(If so, please specify)
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.
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day-care and why women should work

2. warning

Ginny Jones

Perhaps the voice of experience will serve as an antidote for potential day-care or nursery school founders prone to optimism. There are two broad categories of difficulties in undertaking such a venture. The first has to do with the technical procedure facing the group; the second arises out of personal differences among members of the group. Yet most of the obstacles described below can be overcome with patience and open eyes.

Some personal compromises must be made before you can even consider procedural matters. Some mothers need all-day facilities, others only half. Mothers looking primarily for a babysitting service want the school to take infants; others may feel that this requires a large staff to handle different age groups. Some parents are willing to pay more than others. There is the question of whether mothers should take turns being the teacher's assistant to cut costs, and if so what about working mothers unable to do so? If it is to be only half-days, which half? These are just a few examples of differences that are bound to whittle down the group's numbers within the first few meetings. Our group decided to aim for finding facilities for day care (whole day) with the age restriction of 2½ years on, but to be willing to settle for half-day (mornings) if necessary. We then could advance to the first technical problem: finding a place.

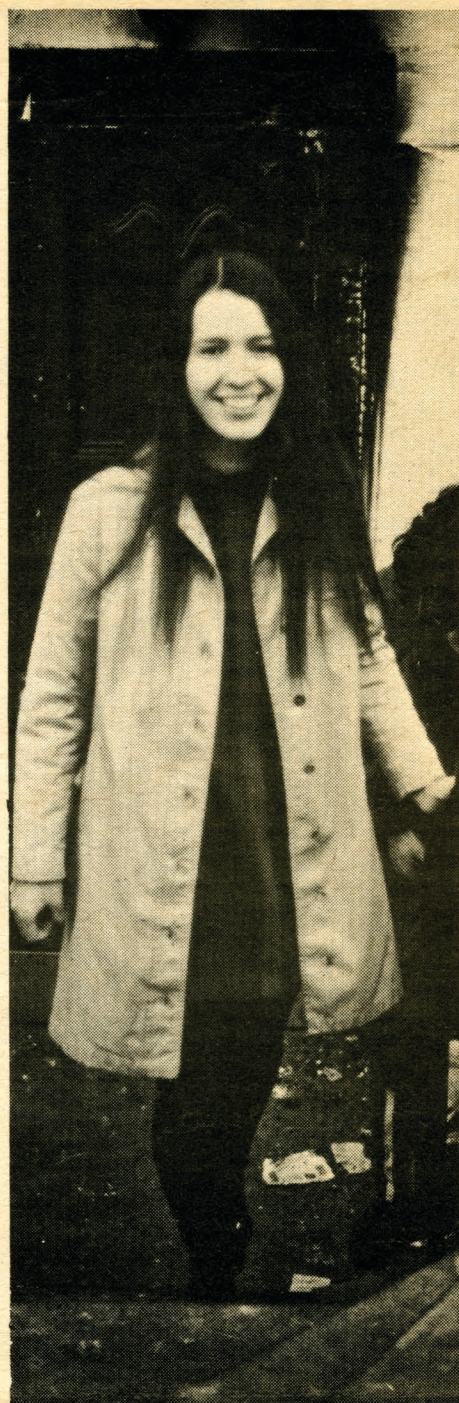
In our case, the only money we could count on at the outset was what we ourselves would pay in registration and tuition fees. Cheap rent or no rent was essential. In addition to the money problem, half the group lived in the St. Mathieu-St. Mark area and the other half in Milton-Park. After many months of combing both areas and places in between, we were able to convince a church in the Milton-Park area to let us use their basement free of charge. The fact that the church restricted us to half-days solved any further dispute about day care versus half-day.

Simultaneous with our search for a location was a campaign for financial aid to help pay for equipment and to augment teachers' salaries. Our aim was to have 20 children and three staff members.

Since we had settled on a maximum \$20 per month tuition, we needed a boost from somewhere.

Countless letters and visits to "service" club luncheons later, we came to the realization that it isn't easy to find willing donors to this cause. One group told us that they considered such an operation "communistic" or at best socialistic; that a woman's place is in the home no matter what her financial status, and that they certainly had no money to help us. In the end our total financial donation was \$25 from one member's mother. Through a newspaper and radio appeal, and from several members of the church, we received some second-hand toys. By this time it was early summer, with our projected opening date approaching. We had to face the fact that the rest of the equipment and money would have to come from us. Again, circumstances made a decision for us: we could accommodate only 15 children and two teachers.

The most immediate tasks at that time, then, were the hiring of teachers and the setting up of the school premises. It was at this time that the internal struggles of the group came to a head. Some mothers wanted a Summerhill style school, others Montessori. Some cringed at the thought of discipline, others wanted their children to be well on their way to reading and writing at age three. We lost several more members at this point. Perhaps they simply got cold feet when faced with the difficulty of a group molding of a school philosophy. For those who could afford it, established schools with established philosophies seemed an easy out. Or else they were tired of putting effort into a school whose opening was not even guaranteed. It had, after all, been almost a year of work up to this time.



Though we may have temporarily patched up our ideological splinters, they had a way of reappearing with each prospective teacher we interviewed. Even though we had a small interviewing committee, it often seemed that each person was looking for something different.

In addition there were several technical problems with finding teachers. Despite a few dissenters, we wanted an experienced nursery school teacher. Yet we could offer only \$200 monthly (not much, but at that time, by the standards of the Quebec Nursery School Teachers' Association, the level of a school director's salary) and \$60 per month for the assistant. We wanted a French-speaking teacher, both because some of the children were French and because we wanted the English-speaking children to start as early as possible. In the end we hired an English-speaking teacher and a French assistant, and considered ourselves lucky to have found two people willing to handle fifteen children five mornings a week at that salary.

But the teacher problem didn't end with their hiring. Although parents did not participate as teacher's helpers, they were the administrators. Often the problem arose as to when the teacher was the boss and when the parents were. Not an enviable position for a teacher!

This points up an important pitfall, probably for any organization: the striving for pure democratic procedure. If it was time-consuming and frustrating to attempt consensus on ideological matters, it was more difficult still to achieve equality of effort. Invariably in any organization two or three people do the bulk of the work, perhaps the greatest disillusion for a group who start out hoping to work "together".

Finally, the acme of procedural difficulty: obtaining a city permit. We applied for this in August of 1969, just prior to our opening in September, exactly one year after our first meeting. Subsequently several inspectors visited the school, but we received no response to our application until June 1970, which means we had operated the school for one year without a permit. In June we were given sixty days to comply with a long list of demands, most of which had already been met. We spent the whole summer trying to track down various departmental officials to find out exactly what we had to do. Inevitably we waited for their return from holidays only to discover that they weren't the people in charge, and were generally given an incredible run-around. Our health permit was finally mailed to us, one day quite unexpectedly, but it took us until the end of September of this year to get a specific response from the fire department as to what sort of system was required. Knowing this, and that the cost would be \$350, we had to seek the church's permission to install this system in their building. And of course there is the present problem of drumming up \$350.

Ironically, on the same day we obtained the church's approval, we received a summons, instigated by the fire department, to appear in court on November 17. Although our alarm system is to be installed this week, we may well be fined. Apparently we didn't work fast enough for their taste, although it took them a year to tell us what we had to do. But everyone has his favorite bureaucracy story.

3. working women

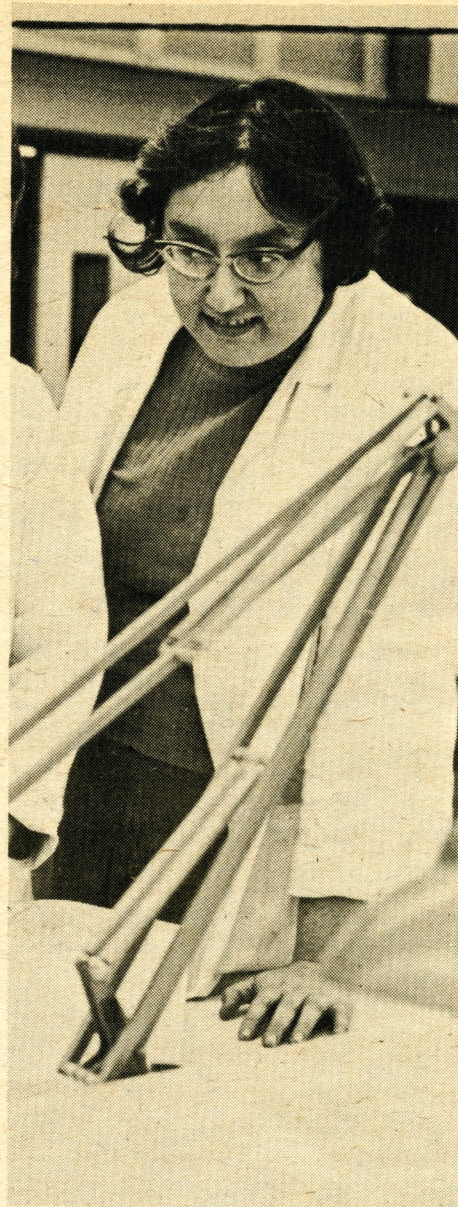
Elaine Newman

Women work outside their homes: many because they have to, many because they want to. Other women don't work, many because they don't want to, many because they cannot manage to. The woman who work for financial reasons are easily understood - what are the other reasons?

Society defines women largely in terms of child-bearing, child-rearing, and looking beautiful. This is satisfactory to many women. But women who want to work, or have to, need to define an additional role - and this is frequently difficult to do.

The work of women in their traditional role has become much easier. By the age of six, their children are away from home much of the day. Houses are easier to take care of. Less work has to be done. Less time is filled. By the age of 40, a woman has become dispensable for many of her waking hours.

But women live to 60-70 years. In this society, men frequently have nervous breakdowns on retirement at 65 or 70. The boring unstructured life is too much for them. And yet women retire at 40. The situation is destructive to women, and to society - and it is unnecessary.



What is it about raising a family that makes transition to other forms of living so difficult? It is true that it is hard to find jobs at 40 with no professional background, no job experience. Most women, however, don't even look for occupations. And yet it is our experience with Biology 001 that when jobs are offered, the demand is amazing. What explains this?

In her home, mother comes last. She adopts a life view where her time and efforts are at everyone else's service. Whatever her husband and children need comes first. This is reasonable. Preparing food comes before reading books.

But also, whatever her husband and children want at any instant comes first. "Where is my red tie?" comes before finishing a newspaper article. Self-motivation, self-direction are not only discouraged, but counter-productive. This is not a complaint; it is "telling it like it is". It is the age-old selfless mother, and an admirable and perhaps necessary thing.

However, over a period of years, a woman loses all sense of being intellectually capable. She may have graduated from college just as her husband did, and her children will. And although she can run a complicated household, she does not think of herself as being able to solve complicated intellectual problems. The brains are still there; but she doesn't define herself as brainy.

Nor does anyone else define her as brainy. Friends expect to talk about children, schools, cooking - not about books - and especially not seriously about books. At parties, the question asked is "What does your husband do?" She admires what her children do and encourages them. She admires what her husband does and encourages him. Who admires what she does?

By the time the family is growing up, a woman no longer feels capable of activity outside the house. But her life is no longer full. She is dissatisfied - frustrated - and increasingly unsure of herself.

For our 001 Biology course, we needed a large number (20) of competent demonstrators. Traditionally the job is done by 2 second and third year students, and the least experienced do the introductory course. We decided to hire married women with B.Sc. degrees to do this. We arranged to have one short story in the Montreal Star, stressing low pay and the need to study hard. The response to this indicates the desire of many women for such work.

The Star reaches the newsstand early in the day. My phone started ringing at 3 p.m. and continued until I left at 7:00, and for the three days thereafter. I interviewed 40 women, hired 20, and now have a file of about 50 competent women that I haven't been able to hire.

Of 20 women, 19 turned out to be excellent. Except for those who have moved out of town, or who have graduated to more full-time work, they are still with us. They are efficient, devoted and reliable. Absenteeism has been nonexistent. Reports are graded in detail on time.

Nineteen of the seventy women I heard from are working for me now. What about the others? But more important, if these women had been working 1 or 2 days a week since marriage, what would they be doing now? If we had a day-care center where children could spend a day in a stimulating environment, their mothers could sharpen and cherish their talents. As the children grew up, their mothers could spend more of their time working. The peril of the forties would be vanquished.

And what of these women working for me. Has their self-image changed? And how! Imagine an immensely talented woman saying to me "You can't imagine what it's like to have someone think I'm able to do something" - and this is a college graduate with so much capability that you can spot it in a five-minute conversation. And the children who say "my mother teaches at the UNIVERSITY (and would you believe she's still my nice mother?)" And the friends? And the husband? Not "what does your husband do?" but "what's doing at the university?"

And how about the children when they grow up? In this age of the nuclear family, the children grow up and move away. The mother is not needed, or certainly not full-time. But the mother needs to be needed. And the guilt projected onto the children for not needing their mother. But when mother is graduating into a career as the kids are getting older... Imagine it.

There are many jobs in the university where we are accustomed to a high turnover: secretaries, conference leaders, technicians, lab assistants. The time required for retraining and the inefficiencies, are clearly waste. Were we to encourage women to work after marriage, by providing full-time day-care centers - or by redefining jobs as half-time, and allowing two people to use the day-care center half-time each - we could keep the same staff over a period of years. The advantages are clear to both sides.

I say there are two kinds of needs for a day-care center. Women working full-time clearly require it. And even greater numbers of women would work part-time if it were available - and this would be to their advantage, and to ours.

REPORT

Registration

The Registration Task Force was set up by the Principal on September 4, and was given the following mandate:

1. Identify weaknesses and shortcomings in the 1970-71 registration process;
2. Identify the causes of weaknesses and shortcomings;
3. Make recommendations concerning the registration process to be used for 1971-72, having due regard to the lessons of this year and the practical limitations that may exist.

The task force held six meetings. The Registrar was a member of the task force and the four Faculties were represented on it. The task force interviewed Mr. Graham Martin and Mr. W. McManus from the Computer Centre, who submitted a memorandum to it. Professors Tom Adley and John Jackson, experienced registering officers, as well as Professor Gérard Leduc, who presented a brief on behalf of the Department of Biology. Despite publicity given to its desire to receive briefs from members of the University community, only six were sent in.

The registration process this year lasted from August 26 to September 11. On two occasions during this period massive hold-ups occurred, lasting into the early morning, and many students were kept waiting for several hours. On one occasion it was necessary to cancel the appointments of some 350-400 students and ask them to return on a Saturday several days later in order to allow time for arrangements for extra classes and space. In addition, there is reason to believe that despite the post-registration course change period of two weeks, some students were able to enrol in only a limited number of the courses they were required or wished to take.

It quickly became clear to the task force that the problems of the registration period, itself, were only the culmination of a series of inadequacies in planning and performance due in large measure to lack of clarity in determining the purpose and potentiality of the pre-packaging process which was employed. Attached to this report is a timetable of events. Our analysis of "what went wrong with registration" should be read in conjunction with this timetable.

prepackaging

The prepackaging system resulted from the recommendations of a Committee on Registration which reported to University Council in November 1969, seeking improvements to the severely criticized processes of that year. These recommendations were in fact a revised version of a proposal submitted earlier to University Council. University Council had been unwilling to accept the commitment on both University and students implicit in the earlier document, and the November report, which was accepted by University Council, contained the following passage:

"The expression of course preference by a student will not be regarded as a commitment on his part or on that of the University and will be subject to change during registration in the fall."

This open-ended statement should be read in apposition to the list of benefits expected from the new system:

- "1. The actual process of registration will be accelerated for some students.
2. We will acquire data on students' priorities that can be used in academic planning.
3. Some indication will be known in February of courses that will close out early. Therefore, we will have the time to make the maximum adjustment possible within the restraints of budget and faculty teaching loads. Previously we have been trying to make these adjustments during the actual fall registration period."

Thus, there was an attempt to combine a smoother registration process with the adjustment

of course offerings to better meet student preferences. Emphasis was placed on the latter concept, and students were led to expect that they would have an improved chance of getting what they wanted. It should be noted, however, that this promise was made in a period of some optimism regarding the size and timing of the grants from Quebec for the following year, optimism which was totally disappointed.

This duplication of purpose, together with the lack of commitment, had a major effect on student attitudes when it came to filling out the preregistration forms, the impact of which will be discussed in a later section.

It should also be noted that the system was aimed primarily at helping third and fourth year students; the committee, itself, was sceptical about the value for second year students, but they were included as part of the trial. The system was applied to both the day and evening divisions, but was expected to be primarily effective in the day division.

timetable

The report accepted by University Council stated that the deadline for the timetable would be the same as in previous years, February 15. However, departments were requested to have their lists of courses which would probably be offered ready for January 1. The lists were received only by the end of January, and were published in Issues & Events on February 12 and the pre-registration process began on February 16. The task force considers that the information required of and provided by the departments was quite inadequate. The days and hours were not asked for and so were not included in the February 12 data, and in many cases instructors, names were not given. Also, there was no attempt to list conference sections or labs. Further, the full timetable, which was compiled by April 15, in fact proved subject to change until the end of July and was then still deficient in final details. More than 200 courses, times, sections and labs differed in the final version from the data provided in April. Thus not only was the material submitted to the students in February inadequate for its purpose, but the timetable, itself, was never properly pinned down. The task force believes that a major reason for this was the failure primarily in the Faculty of Arts to impose suitable channels of information and controls on both departments and individual instructors.

There have been some complaints, mainly from evening students, that they were not informed about the pre-registration plans and procedures. For reasons of cost it was decided not to send a personal letter to all students, but the project was widely publicized both in the University media and outside.

student attitudes

About 80 per cent of day students and 10 per cent of evening students filled up pre-registration forms, but in the end the pre-registration system only contributed to the confusion of the final registration period. It is, in fact, estimated that at best 25 per cent of packages were accepted unchanged by the students.

There were numerous reasons for this. In part they stemmed from the declared lack of commitment, and the resultant lack of seriousness with which some students evidently went about their task. Also, the forms themselves did not contain sufficiently clear instructions regarding the listing of required courses and preference priorities. Some students filled out more than one form, some listed courses which did not exist, some overlooked prerequisite requirements, and there were a large number of errors such as listing the same course twice.

A significant source of uncertainty was the date at which pre-registration took place. Many students would naturally change their minds in the ensuing months, many were forced to change their minds as a result of subsequent

examinations and course results. As an indication of overall requirements the data obtained could have possessed some value but they were misleading with regard to the final needs and preferences of individuals.

It should be noted that from the end of February on through the summer the staff of the Registrar's office contacted very many students by phone seeking elucidation of forms that had not been adequately filled.

programming

In his report to the task force Mr. Graham Martin outlined the series of procedures and processes which were applied to the input he received - a changing timetable and unreliable pre-registration data. Two facts stand out: 1) the final program was completed only on August 17, and even then had to be widely corrected by the Registrar's office; 2) the operation took 76 computer programs, compared with 87 programs for the entire University Accounting and Treasury functions. At the end of the computer operations it was known that 27 per cent of student request forms could not be dealt with satisfactorily, due to timetable conflicts and other causes, a figure reduced to about 20 percent by subsequent manual work.

Mr. Martin drew the following conclusions:

- "1. A major application had to be defined, designed, developed, programmed, implemented, reports generated, analyzed and acted upon in a few calendar months by a staff who concurrently worked on a variety of other responsibilities; e.g. final exam processing, Summer and Special Summer School registration, etc.
2. A system had to be "forced" through its phases compensating for significant inaccuracies and incompleteness of input.
3. A system had to be "forced" through its phases despite a complete breakdown of original schedules, except for the scheduled completion date.
4. A major application was implemented without a pre-planned and fixed detailed systems plan, analysis, design of input, processing, output, implementation, etc."

The projected completion date for the program, the Registrar has pointed out, was actually August 10, not August 17, when it was received. Even then, the program was not satisfactory and extensive manual adjustment was required.

Some of the fluidity of the timetable input, the Registrar has further explained, was due to the very slowness with which the student data were being processed in the Computer Centre. Because the student programs were not yet firm, it seemed reasonable to provide new information which would increase their accuracy. Further, when the first run of the overall program was made available on August 2, a number of errors were discovered such as a confusion between first and second term courses and the listing of students alphabetically instead of by years and priorities. There were four more runs at it before August 17.

summary

In general there were not many registration problems with Engineering and Commerce students, though they too suffered from the delays which occurred on certain days. Engineering students were not included in the pre-packaging operation except for their electives, but problems did arise when some of them wished to change their sections. A number of Commerce students received only four or five cards, instead of six, in their packages as a result of time conflicts with electives. This easier situation was the result in part of Engineering and Commerce program structures, in part of the firm control of timetables exercised by the Deans' offices. The problems in Arts were more extensive than in Science in line with the wider choice of courses allowed to students.

The computer operation at registration, itself, worked well, being geared to handle up to 300 students an hour. There were a couple

of tight situations, but no serious delays. However, the program-imposed need to handle students in batches of 20 did keep some students waiting for a while during slack periods. Problems were largely limited to the day division, and evening students, who registered first, in general quickly obtained the classes they wished. One crossover problem which arose was that a substantial number of day students registered for evening courses, and their cards had to be removed manually when it became clear that they were blocking courses to evening students. The instructions at pre-registration were not, it seems, specific enough in this regard.

It is estimated that at least 75 per cent of those students who received pre-packaged programs wished to make changes. If one course in a package had to be changed, this could well mean changing the entire package, and students could spend up to two hours with a registering officer reorganizing their program. (The average was closer to 15 minutes, with only 3-4 minutes if no changes were needed.)

These changes had both more and less serious origins. Sometimes it was a question of avoiding Fridays or trying to group classes, whether in the day or the evening, because of job commitment and other reasons, or wanting a particular instructor. The amount of term papers or examinations in a course, information about which was lacking earlier, also brought applications for change. However, timetable conflicts emerged that had not been caught by the programming and manual adaptations, and the overlapping of some courses beyond the normal timeblocks complicated the situation, as did the lack of information available even during the registration process, itself, about conferences, etc. Another source of conflicts was the scheduling of all sections of a course in the same time blocks to ensure a common examination time, as was done with some Maths courses.

Early stages in programming revealed a number of overload situations, which were dealt with according to a system of priorities that the Registrar obtained from the departments concerned and forwarded to the Computer Centre. Problems arose because the subsequent programming for allocating students to sections was so set up that, to quote Mr. Martin, "a senior student could be excluded from a course because of time conflict, while a freshman student obtained the course." In addition, the way many students had filled out their preregistration forms did not clearly indicate either required courses or personal priorities. Indeed, in some cases the electives were listed first.

In this regard, the difficulties were compounded by the arbitrary limit certain instructors have set to the size of their classes, a limit imposed in at least one instance during the registration process by personal intervention. However, during course change period the Assistant Registrar was able to arrange with instructors for the addition of some 200 seats in classes previously declared closed.

Other complicating elements from the student side were the effect of failures and the resultant required repetition of courses, and the effect of supplemental examinations and summer courses, the results of which were not available in time to be fed into the computer.

It should be noted in this connection that not only was the failure rate in certain C. 1 courses in 1969-70 considerably higher than had been anticipated but it was decided during the actual registration process to admit an additional 150 C.1 students. Another problem was created by the extensive enrolment in some undergraduate courses of students who are taking such courses as a preliminary to possible acceptance in a graduate program.

If a student failed one course in the regular examinations and so did not have enough credits to register for his proper year, his package was broken up at the end of the period for registering for that year. This could well mean that very few of the courses he required were available to him when he registered.

With regard to all these problems, it must be recognized that in this year of great austerity most departments did not have the financial means to establish additional sections, even if qualified instructors could have been found at this late date. In addition, there were several cancellations of classes, primarily for financial reasons, just before the registration period. Biology was the major example. Another was Applied Social Science 431 where the department apparently could not find a replacement for a professor on leave.

It appears further that some departments did not establish sufficient seats even for those actually registered as majors in the discipline. For instance, Psychology 421 received 60 day student requests, representing the applications of 80 per cent of the student body. Of these, 36 were majors in psychology, but the department set up only one section of 30.

Confusion was of course compounded by the simultaneous registration of both pre-packaged and other students. The latter, who tended to be the least clear about what they required or wanted, generally needed lengthy assistance by registering officers, especially in view of the closed course situation.

other problems

A number of the other problems which arose may be considered endemic to the registration process as it has been practised at SGWU. There are some experienced registering officers, there are others who have little or no experience. There are many reliable registering officers, there are a minority who prove they cannot be relied on. Problems can therefore be caused by lack of knowledge or by personal attitude. Wrong decisions can be made, especially with regard to disciplines other than one's own, for instance registering students as majors when they have not been formally accepted by the department, or accepting them in courses for which they do not have the prerequisites. In some cases, registering officers deliberately provided students with programs that had conflicts built in on the assumption that clearing them up later would be someone else's job. Some, perhaps naturally impatient as the long process wore them down, were unwilling to give students the attention they needed. Some departments were able to arrange for the rotation of registering officers, but others could not. As a result certain registering officers worked excessively long hours, up to 18 hours at a stretch in some instances, and efficiency was inevitably impaired. Further, it would seem that the instructions new registering officers receive are not sufficient, while some registering officers do not attend briefing sessions.

A considerable number of students are needed in the present process, to act as runners from the registering officers to the computer personnel. At times they are very busy, at times obviously idle. For this service they are of course paid; they also get timing priority for their personal registration. Some doubt might be cast on the fairness of such priority. More important is the extent to which both registering officers and students are believed to provide favours for friends by reserving cards, and other extralegal practices.

The smoothness of the flow of registration was not enhanced by the practice of allowing students to appear whenever they chose after the time given on their appointment card. Instructors were allowed to leave with the registration officers literature concerning their courses, which cluttered up desks and made control much more difficult. Also, a number of instructors not involved in registration visited the registration centre in the cafeteria; it should be noted here that the cafeteria provided a much more suitable site than the garage despite some unhappiness about temperature control. On occasion, visitors even handed out literature promoting their courses and, it is said, cards for those courses.

The final results of registration do not prove a satisfactory measure of the popularity of various courses, since certain courses notoriously serve as last choices for students who cannot obtain their preferences. This is particularly true of courses not associated with the more traditional academic disciplines.

It was decided at the end of registration to enforce a University policy not normally enforced and cancel courses where there were less than ten students enrolled - at the discretion of the department chairman after discussion with the Dean. This decision was very

difficult to administer since it was impossible to obtain quickly the names of the students who had enrolled in cancelled courses.

system proposed for 1971-72

The system we propose is essentially a development from that employed for the 1970-71 academic year, but drastic changes are clearly needed. We considered returning to a traditional approach, but discarded this in view of the many problems experienced in earlier years. Also, what we propose should be regarded in part as a trial run, leading to a flexible and effective university-wide system once the post-CEGEP program has been fully implemented.

The procedures described below will only be applied for certain categories of students - those now either in C.1 or following an undergraduate program. Students now in C.2 will go through the normal admission process, but should take advantage of the counselling procedures outlined below.

Our proposals relate to the day division only. In general, evening students experienced few problems with registration, and in fact only about 10% made use of this year's pre-packaging system. The flexibility evening students enjoy in their choice of courses - registering for an average of less than two courses per person - makes any form of pre-registration both unnecessary and undesirable, at least under present circumstances. Indeed, because the timing of courses can be as important to some evening students as their nature or content, as indicated by the brief we received from an evening student, Mrs. J.G. Cobb, pre-registration may only make things more difficult for the individual. Also, we have assumed that registration for graduate programs will continue to be handled separately.

The system we propose will have three distinct components: 1) a counselling period conducted by members of faculty and, if the Dean considers it appropriate, senior students; 2) an enrolment period in June after examination results are available; 3) registration at the customary time.

timetable

February 15 is too late for the timetable to be completed; a smooth registration operation requires a firm timetable by January 15. To ensure this, Faculties must provide the Registrar with all the necessary data by January 1.

Data should include information about class size, sections, labs, conferences, and wherever possible the names of instructors. Indeed, such names should be omitted only in exceptional circumstances, and any omission must be approved by the Dean.

A breakdown of the seats available for day and evening students should be provided where there are joint classes. If a limit is placed on the pedagogical size of a class other than that imposed by the size of the classroom, this must be approved by the Dean. Further, it is most important that timetables be drawn up only after careful study of the requirements for majors and honours which students will have to meet.

It is recommended that in preparing the timetable he sends to the Registrar, each Dean study the possibility of allowing 5-10% over-registration in courses where this is appropriate, thus making provision for the number of no shows, poor attenders, etc.

The data, which will be treated as firm in the preparation of the 1971-72 timetable, recognizing that there may be cases of *force majeure* resulting from resignations, etc., should be forwarded to the Registrar through the recognized channels of authority. In other words, the proposed departmental timetables must be coordinated by the Dean and forwarded as a Faculty timetable, it being the responsibility of the Dean to iron out any conflicts within his own Faculty. Similarly, all necessary changes must be approved by the Dean, and the Registrar will direct any requests for elucidation or adjustment to the Dean.

counselling

Counselling will begin as soon as the initial timetable is available, and can continue up to the enrolment period. Deans will arrange with

department chairmen for the naming of sufficient counsellors, and ensure that the counsellors are fully informed about what is required from them. In addition to the information in the timetable, counsellors should be apprised of the pre-requisites for both degrees and specific courses, and such information for individual courses as course load, term papers and examinations. The Deans will make public the names of the members of their Faculty who are serving as counsellors.

The counsellors selected should belong to the department where the student is taking an honours or major program or which represents the area of his greatest interest. The counsellor may seek the advice of members of other departments or make appointments with them for the consulting student. The program that the student and counsellor draw up together at enrolment will be based on the assumption that the student will either pass his year, or will make up for any failure before the beginning of the next year.

Counsellors will be provided with a form in triplicate on which to set down the proposed program. This form must be signed by both student and counsellor. Each will keep one copy, while the original will be sent to the Registrar. The form will indicate which courses are required and which are electives, but will not provide for the listing of alternatives. The counsellor will help the student ensure that there are no time conflicts in the program he selects, and that degree or course requirements are being met.

enrolment

Enrolment week will take place early in June, as soon as examination results have been received. Enrolment will be compulsory since it is part of the registration process, and there will be a \$25 enrolment fee, which will be regarded as a down payment on the student's annual fee but will not be refundable to students who drop out of the University.

Strict adherence to the regulation which requires that results be available within one week of the writing of an examination is essential so that the Registrar's staff will have time to review the proposed programs in the light of these results.

If the forms received by the Registrar during the preceding months have revealed conflicts, or if other problems have arisen due to overflow situations, etc., these will be discussed with the students, and other arrangements be made before the forms are signed by the enrolling officer. It is therefore essential that each Faculty have a number of members available during the enrolment period to act as consultants. A system of priorities based on academic considerations will be applied to unavoidable overflow situations. Acceptance of the student's program by the enrolling officer and his signing of the form will constitute a commitment by both the student and University. Students who cannot be in Montreal may enrol by mail or proxy providing the form has been signed by the counsellor.

Students who fail one or two courses will be enrolled on the assumption that they will make up for such failure before the next academic year.

The Registrar will keep Deans informed about courses which overflow, whether this information becomes available during the counselling period or during enrolment. It is recommended that Deans maintain a fund to hire part-time lecturers to alleviate such situations. They are also responsible for cancelling courses where there is inadequate enrolment in order to release instructors or budgets for those that are in greater demand.

During the weeks following enrolment the completed forms will be studied by the Registrar's staff, and confirmation of enrolment will be mailed to students who have passed their year. Such students will be required at registration, itself, only to sign their contract, pay their fees, and arrange for I.D. cards according to procedures to be worked out between the Accounts Office and the Registrar.

registration

Students who have written supplementals or, having obtained Faculty Council permission, have taken and passed summer courses, will complete their registration during the regular registration period, as will those who are re-admitted after a failed year. The presence of a certain number of faculty, named by the Deans, will be required to handle this group as well as the registration of evening students.

There will be a course change day during registration. A course change fee of \$25 will be assessed for all voluntary changes, but there will be no charge for involuntary changes, resulting from failed examinations, etc. The regular course change period after registration will take place as usual.

It should be noted that overflow situations were created this year in some courses by the enrolment of students taking undergraduate courses in order to qualify for a graduate program. Priority will therefore be granted to actual undergraduates over potential graduate students.

Under certain circumstances day students enrol in evening courses, for instance when a course is given only in the evening, or is given in alternate years in the evening and is open to major and honours students from the day division. It is important that the Registrar's staff ensure that sufficient places are kept open in such courses for evening students. Similarly, there must be a control of the spillover of day students into evening courses in general until the registration of evening undergraduate students has revealed that places remain open.

In conclusion, we recommend that, if these general proposals prove acceptable, a committee be set up at the earliest possible moment to establish the specifics of each procedure and a firm timetable for the entire operation. Such a committee should remain in being as a supervisory body until registration, itself, is completed, holding regular meetings to ensure that deadlines are met and the complications and problems which will undoubtedly arise are dealt with expeditiously.

major operational data for pre-registration 1969-70

	(scheduled)	(actual)
1. Submission of original course list from Faculty, departments, etc.	January 1st	January 30
2. Publication of original course list	January 15	February 12
3. Pre-registration forms available for students	February 2-6	February 17-27
4. Forms available for key punching	February 23-30	March 16 - June 30
5. Final timetable date	April 15	July 29 (timetable changes were made up until registration)
6. Last day for data input for manipulation (re-arranging course offering)	June 30	July 31
7. Manipulation for course overload and time changes	July 1-31	July 1-28
8. Last day for any inputs	July 31	July 31
9. Completion of pre-registration programme Course and students lists	August 3	August 17
10. Computer punching of course cards for the above lists	August 7	August 17

SGWU / THIS WEEK

thursday 5

COMMUNICATIONS COMMITTEE: Meeting at 5:30 p.m. in H-762-2.

CONSERVATORY OF CINEMATOGRAPHIC ART: "Flight of the Graf Zeppelin" (1928) and "Reaching for the Moon" (USA, 1931) at 7 p.m. and "History of Early Thrills" (short) and "L'Age D'Or" (Bunuel, 1930) at 9 p.m. in H-110; 50c for students; 75 non-students.

WEISSMAN GALLERY and GALLERY I: "André Biéler: 50 Years" - 66 works spanning the 72 year old artist's career, through November 7, 11 a.m. - 9 p.m. Monday through Friday, 11 a.m. - 5 p.m. Saturday.

GALLERY II: National Gallery's "The Photograph as OBJECT" through November 7.

FRENCH 201 - SECTION TV: Channel 9 at 7 and 8:30 a.m., 10:30 p.m.

BOOKSTORE: "Distribution of Books" session with four Canadian publishers fielding questions in the theatre at 3 p.m.

STUDENT ZIONIST ORGANIZATION: Israeli guest speaker Donna Zohar in H-420, 2 - 4 p.m.

BIOLOGY CLUB: Meeting at 1 p.m. in H-420.

CANADIAN ASSOCIATION OF AMERICAN STUDIES: "War and Society in North America" interdisciplinary conference starts at McGill, runs through Saturday; information at 392-5304.

friday 6

ARTS FACULTY COUNCIL: Meeting at 2:00 p.m. in H-769.

CONSERVATORY OF CINEMATOGRAPHIC ART: "Movie Memories" (short history of cinema, 1887 to 1939) and "Phantom Express" (a 1932 mystery-thriller) at 7 p.m. and "Highlights of Horror" (short history of the horror film) and "Mysterious Mr. Wong" (1935) with Bela Lugosi at 9 p.m. in H-110.

POETRY READING: Vancouver poets Daphne Marlatt and David Bromige read in H-651 (Mixed Lounge) at 9 p.m.; **free**.

FRENCH DEPARTMENT: Jacques Robichez, professor at the Sorbonne, will talk on "L'évolution du théâtre en France au XXème siècle" at 8:30 p.m. in H-937.

HOCKEY: Sir George vs Ottawa University, 8 p.m. at Loyola.

CARIBBEAN SOCIETY: Meeting at 2 p.m. in H-420.

saturday 7

CONSERVATORY OF CINEMATOGRAPHIC ART: "Return of Drew Egan" (1917 William S. Hart) and "Heart of Texas Ryan" (1917 Tom Mix) at 7 p.m. and "Tillie's Punctured Romance" (1914) with Charlie Chaplin and "Carmen" (1916 Chaplin) at 9 p.m. in H-110; 50c for students, 75 non-students.

WATER POLO: Sir George vs RMC, 2 p.m. in Kingston; Sir George vs Queen's University, 2:30 p.m. in Kingston.

CANADIAN ASSOCIATION OF AMERICAN STUDIES: "War and Society in North America" conference at Sir George with commentators Steve Scheinberg and Terry Copp on political leadership in war; 10 a.m. - 5 p.m. in H-620.

sunday 8

CONSERVATORY OF CINEMATOGRAPHIC ART: "Topaze" (1932, M. Pagnol) with Louis Jouvet at 7 p.m. and "Marius" (1932, M. Pagnol) with Raimu at 9 p.m. in H-110.

monday 9

FRENCH DEPARTMENT: Jacques Robichez, professor at the Sorbonne, will talk on "Paris et la province dans l'oeuvre de Marcel Proust" at 4 p.m. in H-937.

GARNET SINGERS: Meeting 5 - 6 p.m. in H-513; everyone welcome

GEORGIAN CHRISTIAN FELLOWSHIP: General meeting, 4:30 p.m. at the Students' Union.

CHEMISTRY DEPARTMENT: Infrared seminar in H-629, 9 a.m. - 4:30 a.m.

SUPPLEMENTAL EXAMINATIONS, SUMMER SESSION: Last day for applications.

tuesday 10

WORKING WOMEN'S ASSOCIATION OF S.G.W.U.: Meeting at noon in H-615.

FRENCH 201 - SECTION TV: Cable TV's channel 9 at 7 and 8:30 a.m., 10:30 p.m.

CHEMISTRY DEPARTMENT: Infrared seminar in H-629, 9 a.m. - 4:30 p.m.

thursday 12

BOARD OF GOVERNORS: Meeting at 1 p.m. in H-769.

FRENCH 201 - SECTION TV: Channel 9 at 7 and 8:30 a.m., 10:30 p.m.

BIOLOGY CLUB: Meeting at 1 p.m. in H-420.

PHILOSOPHY CLUB: Prof. Charles Taylor, department of philosophy, Université de Montréal and department of political science, McGill University, will talk on "Socialism and Violence" at 2 p.m. in H-435.

Labour Minister Bryce Mackasey, librarian Elizabeth H. Morton and Canadian author George Woodcock will receive honorary degrees at Fall Convocation November 17.

Mr. Mackasey will deliver the convocation address to the graduates, including the University's first PhD recipients. The ceremony will be held in théâtre Maisonneuve, Place des Arts, at 2:30 p.m.

Send notices and photos of coming events to the information office, room 211 of the Norris Building, or phone 879-2867. Deadline for submission is noon **Wednesday** for events the following Thursday through Wednesday.



Paul Strand's *Cristo with Thorns, Huexotla* 1933, from "The Photograph as Object"

ISSUES & EVENTS

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